

American Studies 050:101

Introduction to American Studies

“To America, one schoolmaster is worth a dozen poets, and the invention of a machine or the improvement of an implement is of more importance than a masterpiece of Raphael.”

--Benjamin Franklin

Overview

This course is designed to introduce you to the discipline of American Studies by teaching you how to explore and analyze American cultural texts. By texts, we mean the kinds of documents you are familiar with from previous study in U.S. history and American literature classes (e.g. poems, speeches, novels). However, we also mean paintings, photographs, songs, and material objects (e.g. decorative objects, gifts, tools, gravestones, old houses, ceramics, furniture, musical instruments, refuse dumps, and so forth). The skills you develop in analyzing texts will serve you well if you decide to continue with more advanced course work in American Studies, but you will also find that your ability to communicate your ideas and to think critically about American culture will be useful in many different aspects of your academic and professional life.

Angus Kress Gillespie, Professor
Joshua Patrick Beall, Lecturer
Rutgers University, Spring 2006
Lectures: Mon & Thr 11:10 am to 12:05 pm
Ruth Adams Building 001

Recitation Sections:

Section 01	Monday	9:30 to 10:25 am	Beall	RAB 209-A
Section 02	Monday	12:50 to 1:45 pm	Gillespie	RAB 110-B
Section 03	Thursday	9:30 to 10:25 am	Beall	RAB 209-A
Section 04	Thursday	12:50 to 1:45 pm	Gillespie	RAB 209-B
Section 05	Friday	9:30 to 10:25 am	Beall	RAB 209-A

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Telephone 732.932.1630
Office Hours: Mon & Thr 2:00 to 3:00 pm
Or by appointment.

Goals

The course is designed to teach you how to approach concepts and values from an *interdisciplinary* perspective. By this I mean the ability to analyze a specific theme or event by taking into consideration the various forms of media, as well as drawing from a wide range of academic disciplines. Additionally, this course should enable you to improve your textual analysis skills, develop your ability to create an effective academic argument, and to help foster the ability to communicate your argument.

Methods

Much of the information in the course will be given to you in lectures. I believe that lectures are particularly appropriate for helping to give you up-to-date information on current research and theories relevant to the topics that you are studying. Moreover, I may sometimes summarize material scattered over a variety of printed sources. Lectures can also provide structures to help you read more effectively. When it comes to reading, I will ask questions and facilitate discussions about the meanings of the texts we study, but I will try not to tell you what they mean or expect you to merely parrot my interpretations back to me on tests. I expect you to find answers and explore your ideas in conversation with me and with the other students in the class. The course requires that you actually *do* American Studies by exploring, analyzing, and discussing the texts on the syllabus. I expect you to develop thoughtful responses to the readings and other texts in the course and to participate in discussion, debate, and even disagreement concerning their meaning.

Texts

The following are the required texts for the course. They should be available for purchase at either the Cook/Douglass Student Cooperative Store at 57 Lipman Drive on the Douglass Campus or Jersey Books, 108 Somerset Street, on the College Avenue Campus:

Required:

Anders Bredlid, Fredrik Chr. Brogger, Oyvind T. Gulliksen, Tobjorn Sirevag, Editors,
American Culture: An Anthology of Civilization Texts

Angus Kress Gillespie

Twin Towers: The Life of New York City's World Trade Center

Arthur Miller

Death of a Salesman (Viking Critical Library)

Alan Trachtenberg

Brooklyn Bridge: Fact and Symbol

Kristin Ann Hass

Carried to the Wall: American Memory and the Vietnam Veterans Memorial

“We become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.”

--Jimmy Carter, 1976

Recommended:

Edward Tenner

Why Things Bite Back: Technology and the Revenge of Unintended Consequences

James Burke

The Pinball Effect: How Renaissance Water Gardens Made the Carburetor Possible

Mid-Term Exam

The mid-term exam is designed to measure your ability to understand and analyze the texts we read, your understanding of the course lectures, and your ability to make sense of the discussions in class. The mid-term exam will cover material from the first half of the course. The format of the exam will be up to 50 multiple-choice questions. The mid-term exam is worth 25% of your final grade. There is no make-up mid-term exam. Check the schedule for the mid-term exam. If you plan to be out of town on that day, you should drop this course now.

Analysis Papers

Two times during the semester each student will complete a short paper analyzing an artifact. Each assignment is worth 10% of your final grade. Taken together, these three papers will make up 30% of your final grade. There is no rewriting of papers after the deadline. Late papers will be penalized. There are no extra credit assignments to make up for substandard analysis papers.

Papers must be handed in on the deadline listed on the syllabus in order to receive full credit. Failure to do so will result in a grade deduction. Late papers are to be put in my mailbox in the American Studies Office. There will be one-half letter grade off if your paper is handed in late on the due date and one full letter grade off for every day late *after* the due date. For example, a paper was due on Thursday at 1:10 pm. After reading the paper, it is assigned a B+. However, if the paper was handed in late, the grade will drop as follows:

- @ End of Thursday = B
- @ End of Friday = C
- @ End of Monday = D

Attendance, Preparation, and Participation

Everyone is expected to attend each class and come prepared by reading the assigned material. Over the course of the semester, there are nearly thirty lectures and fourteen recitations. Attendance will be taken at every single class. Check in up front before class. If you arrive late, check in after class before leaving. There are no excused absences; there are simply absences. Too many unexcused absences or excessive tardiness will have negative impact on your final grade. Please do not include this class on your schedule if you are not sure you will be able to arrive on time.

If you have a major personal problem such as family, work, or medical issues, you should go see your college dean without delay to discuss the impact such problems are having on your academic work. If it is appropriate, the college dean will contact me with a recommendation regarding your missing classes or handing in work late. This must be done in a timely fashion. If you are having trouble, see your college dean at once. Do not wait until the end of the semester. Outside of arrangements made through your college dean, there are no make-ups for exams or quizzes and late assignments will be penalized.

Final Exam

The final exam is similar in purpose to the mid-term exam and will cover material from the second half of the course. The format of the final exam will be up to 50 multiple-choice questions plus an in-class essay. The final exam is worth 35% of your final grade. Check the schedule for the final exam. Please note this date carefully. Be sure to arrange your work and personal schedules accordingly. If your advance holiday plans call for you to be out of town on that day, you should drop this course now. There are positively no exceptions!

Crib Sheet Policy

In the belief that taking the time to write out a careful crib sheet may be a form of “studying,” we have institutionalized and legalized the crib sheet for both the midterm and the final exams in this course. You are allowed to use a legal crib sheet. Our purpose is to reduce exam anxiety and to encourage good study habits. The rules are as follows:

- @ Both sides of a single 8 ½” X 11” piece of paper may be used.
- @ Crib sheets must be written by hand, not typed, and signed. This means everything must be done by hand, even maps. Nothing may be photocopied.
- @ The crib sheet must be turned in with the exam; it will not be returned.

Extra Credit Opportunity

We encourage you to see the play “Ragtime” produced by the Livingston Theatre Company, April 13-22, 2006. Strung together by an interwoven musical score, the stories of three families in 20th century America are featured. The playwrights attempt to recreate the sound of the American melting pot by blending traditional Jewish music with classic vaudeville, and jazz. You can purchase tickets at the Livingston Student Center Box Office on the day of the event. Cost is \$10 for the general public and \$5 for those with Rutgers ID, children, and senior citizens. The shows take place in College Hall in the Livingston Student Center of Livingston College, located at 84 Joyce Kilmer Avenue in Piscataway. Students attending this play can receive one extra point on the raw score of the final exam. Proof of attendance will be required for this extra credit.

Academic Integrity

Your own original thoughts, ideas, and concepts are strongly encouraged. However, if you use resources to back up your argument(s), you must document your resources. This includes all three of the paper assignments. To put it simply, if there is something in quotations in your paper, it must have a source documented. Everyone should be familiar with at least one academically acceptable form of documentation. Academic integrity is a bedrock principle of the Rutgers University and of this course. Cheating on exams, plagiarism in written work, receiving and providing unauthorized assistance, and sabotaging the work of others are among the behaviors that constitute violations of the Rutgers Policy on Academic Integrity. You can view it on the web at <http://teachx.rutgers.edu/integrity/faculty.html>. You are expected to be familiar with this policy. If you have any questions about academic integrity as it applies to this course, please contact the instructor.

Weather Emergency Information

In the event of adverse weather conditions, the number to call is 732.932.7799 or you can check campusstatus.rutgers.edu, the official messages for school closings at Rutgers University. Please be advised that the University is rarely closed except under severe conditions such as blizzard or hurricane. If the University is open, both residents and commuters are expected to attend classes and exams. Please make your travel plans accordingly.

Grade Notification

If you wish personal notification of your grade, please supply a stamped, self-addressed envelope or postcard with your final exam. Grades will not posted; however, they are available over the telephone at 732.445.1999.

"America is a vast conspiracy to make you happy."--John Updike

Schedule of Classes

Thursday 19 January	ORIENTATION Distribution of Syllabus. How do you get the most out of your Rutgers experience? Introduction to the department, the course, and the professors. What is American about America? What are three ways to study America?
Monday 23 January	THE CULTURE CONCEPT What defines a culture? How does culture help people cope with their world? How is culture transmitted from one generation to the next?
Thursday 26 January	MATERIAL CULTURE What defines material culture? What physical objects are important to you, and why? How have personal artifacts from your family or ethnicity helped to form your sense of self?
Monday 30 January	AMERICAN PROPOSITIONS From the Anthology, read Chapter 13. “Ideology: Dominant Beliefs and Values” What beliefs are shared Americans of all national origins, classes, and faiths? What is the American Creed? Thomas Jefferson, p. 364 Abraham Lincoln, p. 367 Frederick Jackson Turner, p. 376 Theodore Roosevelt, p. 377. Dale Carnegie, p. 385
Thursday 2 February	AMERICAN SKYSCRAPER Analyzing an important American symbol. Read <i>Twin Towers: The Life of New York City's World Trade Center</i> . A study in American politics, culture, and engineering.
Monday 6 February	WORLD TRADE CENTER IN MEMORIAM Recalling a more innocent era, this DVD from the History Channel was filmed just months before the towers’ tragic collapse. It charts the history of the towers’ construction.

Thursday 9 February

AMERICAN GOVERNMENT I

From the Anthology, read Chapter 5.

“The Structure of Government” What are the key documents for understanding American government?

How do the three branches of government operate?

Sign up for next week's writing workshops.

Founding Fathers, p. 134

James Madison, p. 136

E.L. Doctorow, p. 147

Andrew Jackson, p. 155

Monday 13 February

AMERICAN GOVERNMENT II

Case study of Hurricane Katrina and how American Government did or did not function at the federal, state, and local levels during the catastrophic events of late August and early September 2005 in the Gulf Coast states.

Thursday 16 February

AMERICAN POLITICS

From the Anthology, read Chapter 6.

“Parties and Politics” What are the differences, if any, between Democrats and Republicans. What are the advantages and disadvantages of a two-party system?

George Washington Plunkitt, p. 164

Joe McGinnis, p. 165

Hedrick Smith, p. 172

The Republican Party, p. 175

The Democratic Party, p. 178

Monday 20 February

AMERICAN ENTERPRISE

From the Anthology, Read Chapter 7

“Enterprise” What are the advantages and disadvantages of capitalism? What factors led to the growth of the advertising business?

Analysis Paper #1 Due at Start of Class

Benjamin Franklin, p. 184

Francis Grund, p. 190

Studs Terkel, p. 198

Franklin D. Roosevelt, p. 204

Dwight D. Eisenhower, p. 206

- Thursday 23 February AMERICAN SOCIETY
 From the Anthology, Read Chapter 8.
 “Class Structure” How has the class structure in America changed over time? How does the American idea of class differ from the European?
 Thomas Jefferson, p. 212
 William Graham Sumner, p. 213
 Upton Sinclair, p. 215
 Sinclair Lewis, p. 216
 Peter Baida, p. 227
- Monday 27 February AMERICAN LANDMARK
 How some works of civil engineering become cultural symbols in America, vehicles for ideas, sources for Intellectual and artistic interpretation. Read Alan Trachtenberg’s *Brooklyn Bridge: Fact and Symbol*.
 Midterm course evaluation distributed.
- Thursday 2 March AMERICAN LANDMARK II
 In-class video: Ken Burns “The Brooklyn Bridge”
 Academy Award Nomination 1981
 Best Documentary Feature
- Monday 6 March MIDTERM EXAM
 Bring a #2 lead pencil with an eraser.
- Thursday 9 March ETHNICITY I
 American Indians and African Americans
 From the Anthology, Read Chapter 1.
 “Native Americans” and Chapter 3..
 “African Americans.” How has American government policy towards American Indians changed over time?
 What key historical events have improved the status of African Americans in the United States?
 Thomas Jefferson, p. 7 Abraham Lincoln, p.76
 Tecumseh, p. 10 Martin Luther King, Jr. p. 84
 Tecumseh, p. 12 Malcolm X, p. 88
 Seattle, p. 13 Malcolm X, p. 89
 Studs Terkel, p. 25 Septima Clark, p. 93

- Monday 20 March
- ETHNICITY II
 Hispanic Americans and Asian Americans
 From the Anthology, Read Chapter 2
 “Immigration” What antagonisms were expressed against immigrants from eastern and southern Europe? Has the ethnic revival gone too far?
 Michael Lee Cohen, p. 59
 Morrison and Zabusky, p. 62
 Al Santoli, p. 66
- Thursday 23 March
- ETHNICITY III
 European Americans
 From the Anthology, Read Chapter 2
 How did the immigrants from eastern and southern Europe differ from the early European immigrants?
 Emma Lazarus, p. 34
 Henry James, p. 35
 Owen Wister, p. 38
- Monday 27 March
- WOMEN IN THE UNITED STATES
 From the Anthology, Read Chapter 4
 “Women in the United States” How do you think the role of women within society has changed over time? Has it changed for better or for worse?
Analysis Paper #2 Due at Start of Class
 Alexis de Tocqueville, p. 100
 Seneca Falls Convention, p. 103
 Charlotte Perkins Gilman, p. 107
 Betty Freidan, p. 115
 Studs Terkel, p. 122
- Thursday 30 March
- AMERICAN MEDIA
 From the Anthology, Read Chapter 11
 “Mass Media and Popular Culture” How much influence on American society is wielded by newspapers? by television? by advertising? by movies?
 Woody Guthrie, p. 302
 Mikal Gilmore, p. 302
 Stanley Kauffmann, p. 313
 Scorsese, et. al., p. 315
- Monday 3 April
- MONUMENTS AND MEMORIALS
 Read Kristin Hass, *Carried to the Wall: American Memory and the Vietnam Veterans Memorial*. How do we come to terms with our losses? How should war be remembered?

Thursday 6 April

EDUCATION

From the Anthology, read Chapter 10.

“Education”. Sign up for next week's Writing Workshops.

What do Americans expect from their educational system?

What are the strengths and weaknesses of that system?

Jonathan Kozol, p. 277

Peter Schrag, p. 279

Allan Bloom, p. 282

Elizabeth Loza Newby, p. 287

Studs Terkel, P. 290

Monday 10 April

AMERICAN ART

Illustrated lecture surveying folk, popular, and elite art.

Examples of historical subjects, landscapes, portraiture,

scenes from everyday life, still life, and topographic views.

Thursday 13 April

AMERICAN GRASSROOTS MUSIC

Focus on Woody Guthrie (1912-1967), folk musician.

Drawing from his travels, he wrote or adapted more than a

thousand songs, performing at political rallies and picket

lines. He became a hero to protest singers like Bob Dylan.

Monday 17 April

AMERICAN RELIGION

From the Anthology, Read Chapter 9

“Religion”. To what extent are Will Herberg's arguments on American religion, advanced in the 1950s, still valid?

Jonathan Edwards, p. 232.

Ralph Waldo Emerson, p. 238.

James Cardinal Gibbons, p. 241

Will Herberg, p. 245.

Billy Graham, P. 251

Pat Robertson, p. 255

Thursday 20 April

AMERICAN LITERATURE

Read E.L. Doctorow, *Ragtime*, a novel that undertakes to fashion a cultural history of the first two decades of the twentieth century with the story of three fictional families.

Monday 24 April FOREIGN POLICY
 How should we manage American power?
 Should we choose isolation and unilateralism or
 cooperation? From the Anthology, Read Chapter 12 “The
 U.S. and the World”.

George Washington, p. 324
 James Monroe, p. 327
 Charles Beard, p. 332.
 Harry Truman, p. 335
 George C. Marshall, p. 337
 Joseph McCarthy, p. 339

Thursday 27 April 21st CENTURY
 Lecture on how globalization and nationalism coexist
 uneasily. How do modernization and secularism threaten
 religion? How do we deal with the status of being the sole
 superpower in the world? How do we fight the war on
 terror without sacrificing our civil liberties?

Monday 1 May HIJACKNG CATASTROPHE
 Media presentation examines how the trauma of 9/11 was
 used to advance a pre-existing agenda to radically
 transform American foreign policy while rolling back civil
 liberties and social program at home.

Wednesday 10 May FINAL EXAMINATION
 1:00 PM to 3:00 PM
 Bring #2 lead pencil with eraser and ballpoint pen.

Computation of Grades

Midterm Exam	25%
Analysis Paper # 1	10%
Analysis Paper #2	10%
Participation	20%
Final Exam	35%

First Analysis Paper

- Due:** Monday, February 20, 2005, at 11:10 am
Length: 600 to 1000 words, about 2-3 pages double-spaced with standard margins of one inch on all sides.
Format: Times New Roman Font
Late Papers: Papers submitted between 12:05 and 4:30 pm on due date above will be penalized ½ letter grade. Papers submitted after 4:30 pm on due date will be penalized a whole letter grade.

Your assignment is to visit the Zimmerli Art Museum on Hamilton Street in New Brunswick, New Jersey, and to report on a painting found there. The museum is open Tuesday through Friday 10:00 am to 4:30 pm and weekends noon to 5:00 pm. The museum is closed on Mondays all year. The museum is free at all times for Rutgers University students, faculty, and staff with valid identification. Phone 732.932.7237 See website at <http://www.zimmerlimuseum.rutgers.edu>

You are to visit the permanent collection of American Art, found at Entrance #1, to your left as you enter the main lobby. This large room is dedicated to a wide selection of American art over many years with many styles of art. But we are asking you to focus on just one small aspect of American art. Specifically, we are asking you to inspect carefully the small exhibit “American Landscape Painting 1800-1925,” consisting of about a dozen paintings in one particular section of the room. Then write a critical review of this particular exhibit, devoting one page to exhibit in general and the rest of your paper to a single painting that particularly intrigues you. For information on writing about painting, see <http://www.ucalgary.ca/~rseiler/painting.htm>

Of particular interest are the following paintings:

- Albert Bierstadt, *Glen Ellis Falls*, circa 1869
Albert Bierstadt, *Buffalo Hunter*, circa 1888
John Frederick Kennsett, *View of the Shrewsbury River, New Jersey*, 1859
Charles Warren Eaton, *The Strip of Pines*, circa 1900
Ralph Blakelock, *Old Mill in Autumn*, circa 1880
Edward Gay, *Path into Twilight*, 1886
Arthur Hoeber, *The Marsh*, circa 1890
Willard L. Metcalf, *The Golden Valley*, 1924
Mary Nimmo Moran, *Looking Seaward – Long Lane, Easthampton*, 1884
Henry Ossawa Tanner, *The Good Shepherd*, circa 1902-1903
Alexander Helwig Wyant, *House in Landscape*, circa 1880
M.E.D. Brown, *View of Ostego Lake from Hannah’s Hill*, circa 1860
In the manner of Johnson Heade, *New Jersey Marshes at Sunrise*, circa 1880

Second Analysis Paper

- Due:** Monday, March 27, at 11:10 am
- Length:** 750 to 1000 words, about 2.5 to 3.5 pages, double-spaced, with standard margins of one inch on all sides.
- Hint:** Use the properties function on your word processing program to check your word count.
- Format:** Times New Roman
- Late Papers:** Papers submitted between 12:05 and 4:30 pm on due date above will be penalized ½ letter grade. Papers submitted after 4:30 pm on due date will be penalized a whole letter grade.

Your assignment is to analyze your own bedroom or sleeping arrangements in detail—what it contains and how it is decorated. This can be your bedroom at home, your dorm room, your apartment, or whatever sleeping space you occupy. Discuss the history of the space and contents, materials they are made from, construction, design, and function. How does it compare to other bedrooms? What are its aesthetic qualities?

What sort of activities do you carry out in this space? Relate the objects to who made, sold, bought, and uses them. What human behavior is associated with them? What personal, economic, social, political, religious, or cultural assumptions motivate the way you use the space and the objects within it? How do you feel about this space or room? What meaning or significance does it have for you? How does your bedroom function as a vehicle of delight and communication? Finally, try to identify one artifact that reflects your values and is important to you and explain why.

For additional ideas on “Writing History with Objects and Documents,” the Smithsonian Institution maintains an interesting website:

<http://www.smithsonianeducation.org/idealabs/ap/guide/writehist.htm>

This assignment adapted from University of Maryland, American Studies 205.

Final Exam---Take Home Portion
Introduction to American Studies
Spring 2006

There are three options for the take home portion of the final exam. All three require a short paper (three to five pages) describing your experience and response to "doing" American Studies. The paper should be typed, double spaced, using 12 point Times New Roman font and standard margins. The assignment is worth 5% of your final grade and is due on **Friday May 5th** at 3:00pm or earlier. Here are your three options:

Option #1

You must volunteer for and attend the *New Jersey Folk Festival* on **Saturday April 29th**. To volunteer you must submit a volunteer form by **Monday April 3rd**. A volunteer shift requires at least two hours, and you should check out the festival for at least two more. Your short paper should consist of description and analysis of your experience. What did you see? What did you do? How does what you saw and what you did relate to your understanding of American Studies? Think of the Folk Festival as a laboratory for American Studies and this as your lab report.

Option #2

You must read and reflect on the book *Why Things Bite Back: Technology and the Revenge of Unintended Consequences* by Edward Tenner. This book is widely available at most local public libraries. It is also available as a paperback edition from amazon.com as a new book at \$10.50 and even less used. The book deals with a wide variety of everyday artifacts including state-of-the-art cameras, low-tar cigarettes, artificial turn, aluminum bats, bicycle helmets, smoke detectors, typewriters, and the New Jersey Turnpike. Your short paper should be a response to the book including description and analysis. What did you get from reading the book? Did it resonate with other readings from the course? Did it reflect a different understanding of America than the other readings? Think of the book as a popular account of American Studies with a cosmic twist. What did you think of it?

Option #3

You must think about the concept of the pinball effect, described by James Burke in his book *The Pinball Effect*. The book deals with an amazing array of artifacts including aspirin, clocks, cutlery, electric motors, food additives, gunpowder, hook-and-eye fasteners, light bulbs, muskets, indoor plumbing, and many others. This book is widely available at most local public libraries and is available as a paperback edition from amazon.com as a new book for \$10.50 and even less used. The concept of the pinball effect can be applied to a variety of journeys through knowledge. How does it work as a concept for making sense of contemporary America? How can you, as an American Studies scholar, use the term?

Paper Requirements

Format: Typed, Double space, 12 point, Times New Roman font, standard margins

Due: Any time prior to **Friday May 5th** at 3:00pm. I encourage you to turn in the assignment early.

Late Papers: Papers submitted between **Friday May 6th** and the final exam on **May 10th** will be penalized a 1/2 letter grade. Papers will not be accepted following the final exam.

Content: The papers should address the discipline of American Studies. For example, for Option #1, the NJFF might be thought of as a laboratory for American Studies in the same way that fields such as Biology or Chemistry have laboratories. Given this idea, what did you learn about "doing" American Studies as you worked as a volunteer the day of the festival? What did you see that day that suggests American Studies as an academic discipline is related to producing a folk festival? Or, Option #2, the Tenner assignment, could be thought of as an example of the intersection between American Studies and technology. What about Tenner's approach suggests American Studies? How might the events depicted in the book relate to American Studies as you have come to understand it? Finally, Option #3 is specifically about the pinball effect as an interdisciplinary concept, and so will necessarily address American Studies.

Grades

The take home final exam will be graded on a 1-5 scale and the total points will be calculated into your final grade. Thus, an "A" grade would equal 5, and would count as a 5 out of 5 for your final grade. A "B" would be a 4 and would count as a 4 out of 5 for your final grade.

Extra Credit

If you would like to complete an extra credit assignment you may complete an additional option from among the three choices above. This is entirely optional and no one has to the extra credit assignment. This would need to be a different option than the first one you complete for the final exam. The due date and content would be the same, but the second assignment would be graded differently. Rather than be directly added to your final grade, the extra credit points will be added to the raw score of your final exam. This would mean that a 5 or "A" on the extra credit assignment could possibly raise your final exam grade by as much as a whole letter grade.

Spring Semester Advisory

It is characteristic of life at Rutgers that there are many competing demands for your time. However, you should bear in mind that you and you alone are responsible for keeping up with the assigned work in this course. When the semester ends with the final examination, work for this course is *complete*. Therefore, please be advised that once the course has ended, there will be absolutely, positively no further opportunities for “make up” exams or “extra credit” work to improve your grade. You may not rewrite your papers or take an exam over. Such after-the-fact activities are manifestly unfair to those in the course who have done the work all along. The time to work on this course is *now*, not after the class has been brought to a conclusion.

Class Courtesy Policy

1. Turn off all cell phones prior to class. The reason for this should be obvious. Repeat offenders will be expelled from the course.
2. If you wish to bring a visitor to class, be sure to introduce the visitor to the instructor at the beginning of class.
3. If you need to leave class early, notify the instructor at the beginning of class.
4. If you must arrive late, enter the room by the rear door, not the front door.
5. We expect and encourage students to disagree with one another and with us, especially during recitation sections. However, that is no excuse for personal attacks on your classmates. Feel free to speak your mind, but refrain from any and all personal attacks.
6. Failure to observe these policies will negatively affect your class participation grade.

Recitation Sections

To get the most out of this course, you *must attend* each and every meeting of your individual recitation section. Your instructor will help you understand and learn how to apply the material introduced in the lectures. On occasion, you may be presented with material not included in the lectures or you may discuss assigned questions, problems, or articles. Your recitation leader will be grading your papers, holding review sessions, and distributing course evaluations. He will also be available to meet you individually to answer questions. Your recitation leader will guide you in solving problems by providing insight into the reasoning used. It is important for you as a student to be actively involved by fully participating in the class discussions. You can prepare yourself for this in advance by doing all the reading with care.

